

WEST ASHLEY MIDDLE

1776 William Kennerty Drive
Charleston, South Carolina 29407

GRADES 7-8 Middle School

ENROLLMENT 988 Students

PRINCIPAL Dr. Melanie G. Reynolds-Murphy 843-763-1546

SUPERINTENDENT Dr. Maria Goodloe 843-937-6319

BOARD CHAIR Mr. Gregg Meyers 843-720-8714

THE STATE OF SOUTH CAROLINA

ANNUAL SCHOOL REPORT CARD

2003

ABSOLUTE RATING:

AVERAGE

Absolute Ratings of Middle Schools with Students like Ours

Excellent	Good	Average	Below Average	Unsatisfactory
0	11	28	9	0

IMPROVEMENT RATING:

UNSATISFACTORY

ADEQUATE YEARLY PROGRESS:

NO

This school met 13 out of 21 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

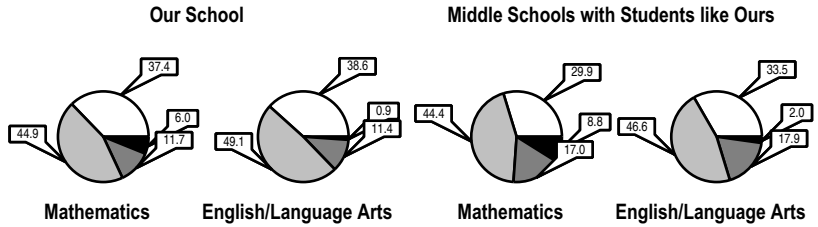
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WWW.MYSCSCHOOLS.COM

WWW.SCEOC.ORG

PERFORMANCE TRENDS OVER 4-YEAR PERIOD

	Absolute Rating	Improvement Rating	Adequate Yearly Progress
2001	N/A	N/A	N/A
2002	N/A	N/A	N/A
2003	Average	Unsatisfactory	No
2004			

PALMETTO ACHIEVEMENT CHALLENGE TESTS (PACT) RESULTS

	Definition of Critical Terms
 Advanced	Very high score; very well prepared to work at next grade level; exceeded expectations
 Proficient	Well prepared to work at next grade level; met expectations
 Basic	Met standards; minimally prepared, can go to next grade level
 Below Basic	Did not meet standards; must have an academic assistance plan; the local board policy determines progress to the next grade level

NOTE: Science and social studies are to be included in the 2005 school report card.

EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS

	Teachers	Students	Parents
Number of surveys returned	51	493	215
Percent satisfied with learning environment	60.8%	44.9%	54.3%
Percent satisfied with social and physical environment	51.0%	47.5%	45.7%
Percent satisfied with home-school relations	42.0%	71.0%	47.4%

PACT PERFORMANCE BY GROUP

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced	State Objective
English/Language Arts								
All students	929	99.4	38.6	49.1	11.4	0.9	12.3	17.6
Gender								
Male	484	99.2	46.8	44.6	8.1	0.5	8.6	17.6
Female	445	99.6	29.8	53.9	14.8	1.4	16.2	17.6
Racial/Ethnic Group								
White	351	99.1	20.7	56.5	20.4	2.4	22.8	17.6
African-American	552	99.5	50.4	44.5	5.1	N/A	5.1	17.6
Asian/Pacific Islander	10	100.0	30.0	50.0	20.0	N/A	20.0	17.6
Hispanic	13	100.0	36.4	36.4	27.3	N/A	27.3	17.6
American Indian/Alaskan	1	100.0	N/A	N/A	N/A	N/A	N/A	17.6
Disability Status								
Not disabled	791	99.7	33.1	52.8	13.0	1.1	14.1	17.6
Disabled	138	97.1	72.1	26.2	1.6	N/A	1.6	17.6
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-migrant	929	99.4	38.3	49.3	11.4	0.9	12.4	17.6
English Proficiency								
Limited English proficient	4	100.0	N/A	N/A	N/A	N/A	N/A	17.6
Non-limited English proficient	925	99.4	38.2	49.5	11.3	0.9	12.3	17.6
Socio-Economic Status								
Subsidized meals	463	99.4	51.1	43.3	5.7	N/A	5.7	17.6
Full-pay meals	464	99.4	24.0	56.0	18.0	2.0	20.0	17.6

Mathematics								
All students	929	99.6	37.4	44.9	11.7	6.0	17.7	15.5
Gender								
Male	484	99.4	37.2	47.6	9.0	6.1	15.1	15.5
Female	445	99.8	37.4	42.1	14.5	6.0	20.5	15.5
Racial/Ethnic Group								
White	351	99.4	15.2	50.9	21.5	12.4	33.9	15.5
African-American	552	99.8	52.8	40.7	5.1	1.4	6.5	15.5
Asian/Pacific Islander	10	100.0	N/A	60.0	30.0	10.0	40.0	15.5
Hispanic	13	92.3	18.2	45.5	9.1	27.3	36.4	15.5
American Indian/Alaskan	1	100.0	N/A	N/A	N/A	N/A	N/A	15.5
Disability Status								
Not disabled	791	99.5	33.1	46.4	13.5	7.0	20.5	15.5
Disabled	138	100.0	63.4	35.8	0.8	N/A	0.8	15.5
Migrant Status								
Migrant	N/A	0.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-migrant	929	99.6	37.2	45.0	11.7	6.0	17.8	15.5
English Proficiency								
Limited English proficient	4	100.0	N/A	N/A	N/A	N/A	N/A	15.5
Non-limited English proficient	925	99.6	37.5	44.9	11.7	6.0	17.6	15.5
Socio-Economic Status								
Subsidized meals	463	99.6	49.9	42.3	6.1	1.7	7.8	15.5
Full-pay meals	464	99.6	22.7	48.1	18.2	11.0	29.2	15.5

Abbreviations for Missing Data

N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported	I/S	Insufficient Sample
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PACT PERFORMANCE BY GRADE LEVEL

		Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced
English/Language Arts								
2002	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	362	99.2	41.5	46.9	11.3	0.3	11.6
	Grade 8	567	99.5	36.8	50.5	11.4	1.3	12.8

Mathematics								
2002	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 8	N/A	N/A	N/A	N/A	N/A	N/A	N/A
2003	Grade 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 4	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 5	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 6	N/A	N/A	N/A	N/A	N/A	N/A	N/A
	Grade 7	362	99.4	40.7	39.5	12.7	7.1	19.8
	Grade 8	567	99.6	35.2	48.4	11.0	5.3	16.4

SCHOOL PROFILE

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
Students (n= 988)				
Students enrolled in high school credit courses (grades 7 & 8)	N/R	N/R	14.4%	14.4%
Retention rate	N/A	N/A	2.3%	2.3%
Attendance rate	93.3%	N/A	95.1%	95.2%
Eligible for gifted and talented	12.5%	N/A	14.8%	13.6%
On academic plans	N/A	N/A	N/A	N/A
On academic probation	N/A	N/A	N/A	N/A
With disabilities other than speech	15.1%	N/A	14.6%	14.1%
Older than usual for grade	29.5%	N/A	5.4%	4.9%
Suspended or expelled	1.5%	N/R	2.1%	1.3%
Annual dropout rate	N/A	N/A	0.0%	0.0%

Teachers (n= 61)					
Teachers with advanced degrees	47.5%	N/A		46.0%	47.1%
Continuing contract teachers	60.7%	N/A		83.7%	82.5%
Highly qualified teachers	N/A	N/A		N/A	N/A
Teachers returning from previous year	N/A	N/A		86.3%	84.3%
Teacher attendance rate	94.5%	N/R		94.8%	95.0%
Average teacher salary	\$38,293	N/A		\$39,359	\$39,924
Prof. development days/teacher	10.4 days	N/R		11.2 days	10.7 days

School					
Principal's years at school	1.0	N/R		3.0	3.0
Student-teacher ratio	23.9 to 1	N/R		21.6 to 1	21.0 to 1
Prime instructional time	86.8%	N/R		88.6%	88.9%
Dollars spent per pupil*	N/A	N/A		\$5,677	\$5,854
Percent spent on teacher salaries*	N/A	N/A		61.6%	62.0%
Opportunities in the arts	Good	N/R		Good	Good
Parents attending conferences	92.0%	N/R		95.1%	94.8%
SACS accreditation	no	N/A		yes	yes

* Prior year audited financial data are reported.

	Our District		State
Highly qualified teachers in low poverty schools	N/A		N/A
Highly qualified teachers in high poverty schools	N/A		N/A

Abbreviations for Missing Data					
N/A	Not Applicable	N/C	Not Collected	N/R	Not Reported
I/S	Insufficient Sample				

REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL

The School Improvement Council (SIC) of West Ashley Middle School (WAMS) shares this 2002 - 2003 School Report Card with people who are interested in our school. The purposes of the School Report Card are to inform parents and the public about our school performance, to monitor accountability within our school, and to engage the entire community in the school improvement process.

WAMS faced many challenges when it opened as a new middle school in August, 2002. These challenges included facility needs, technological resources, and furnishings. The most important challenge, however, was to provide a program of excellence for each student. Throughout the 2002 - 2003 school year, the primary focus of WAMS was to raise the level of student achievement through new initiatives. WAMS adopted Standards Across the School, which provided instruction by all teachers on the South Carolina Curriculum Standards. Another initiative, The Learning Center, provided enrichment and remediation for our students at the below basic level on the Palmetto Achievement Challenge Test (PACT). Furthermore, the integration of technology in the classroom was a primary goal in the professional development of our staff; students were provided many opportunities to use technology in the classroom on a daily basis. To provide a comprehensive program for all students, a student activity program was implemented that included students clubs and organizations, varied athletic teams, and a student incentive program focusing on behavior and leadership. In addition, an award and recognition program was implemented to celebrate academic achievements, athletic accomplishments, and good citizenship. Overall, parents, faculty, and staff were committed to work together to provide a program of excellence for every child at WAMS.

As WAMS begins our second year, new initiatives are planned for continuous school improvement. Both grade levels will be organized into teams as part of the middle school concept. In addition, seventh grade students will participate in an advisement program as we build learning communities within the seventh grade. WAMS will continue to use technology for curriculum delivery and provide more opportunities for the daily use of technology. For a more comprehensive remediation program, the creation of two Plato labs will provide more individualized academic assistance. WAMS is committed to providing a rigorous curriculum that meets the individual needs of every student. During our first year, WAMS laid the proper foundation and support for continued success in the future.

Melanie G. Reynolds-Murphy, Ed.D.
Principal

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent - School performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - School performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - School performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - School is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - School performance fails to meet the standards for progress toward the 2010 SC Performance Goal

DEFINITION OF ADEQUATE YEARLY PROGRESS

As required by the United States Department of Education, adequate yearly progress specified that the statewide target is met for all students and for each subgroup of students: racial/ethnic, economic, disability, limited English proficiency and migrant status.